



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 7

Test Date: March 2008  
Code: 13951098  
SAU: Thornton Academy  
School: Thornton Academy

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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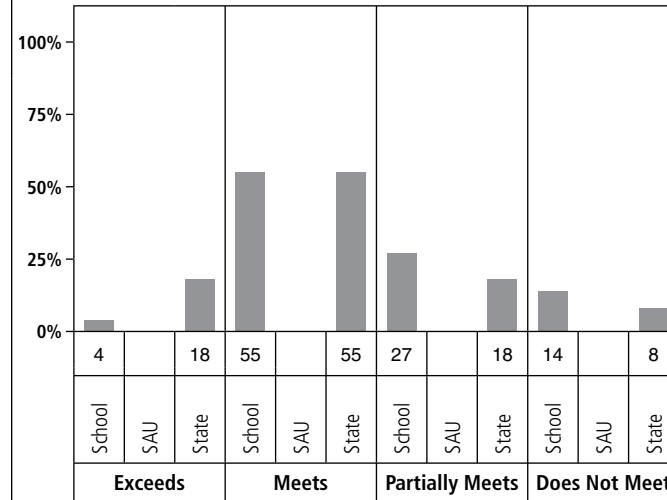
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 7  
SAU: Thornton Academy  
School: Thornton Academy

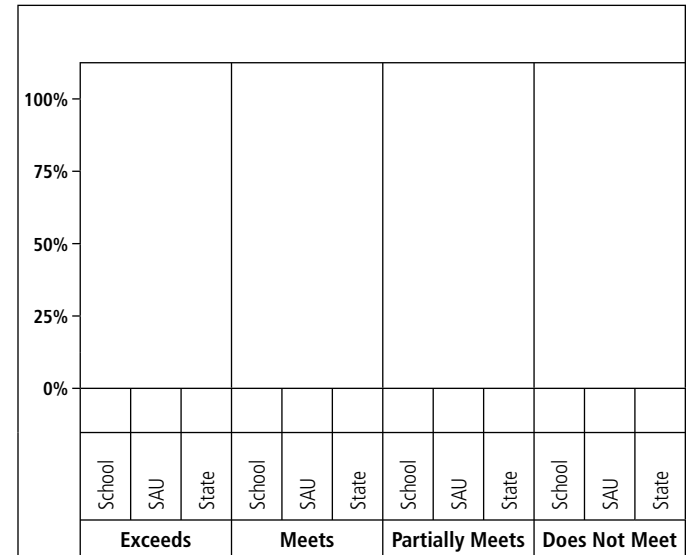
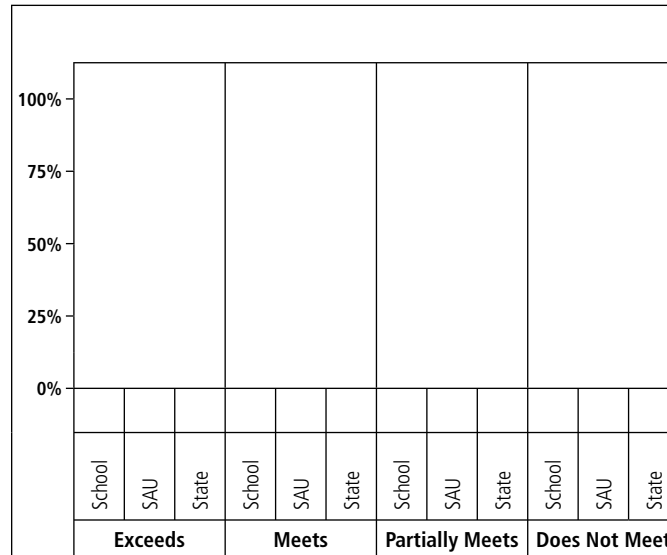
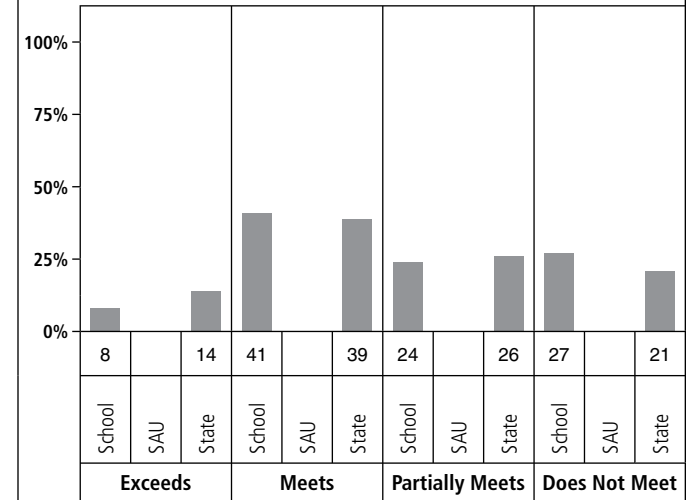
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b> 2005–2006 2006–2007 <b>2007–2008</b> Cum. Avg. *	749 <b>744</b>		745 748 <b>750</b> 748
<b>Mathematics</b> 2005–2006 2006–2007 <b>2007–2008</b> Cum. Avg. *	740 <b>738</b>		740 742 <b>743</b> 742

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 7  
 SAU: Thornton Academy  
 School: Thornton Academy

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
	School			SAU			ELA-Reading						Mathematics											
	n		%	n		%	n		%	n		%	n		%	n		%	n		%	n		%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	50	100			14818	100	49	98			14698	99	49	98			14694	99						
<b>Ethnicity</b> African American/Black	0	0			381	3	0	0			372	98	0	0			375	99						
American Indian or Native Alaskan	0	0			113	1	0	0			112	99	0	0			112	99						
Asian or Pacific Islander	0	0			219	1	0	0			213	97	0	0			217	99						
Hispanic	0	0			178	1	0	0			176	99	0	0			177	100						
Caucasian/White	50	100			13927	94	49	98			13825	99	49	98			13813	99						
Not Reported	0	0			0	0	0	0			0	0	0	0			0	0						
<b>Identified disability</b>	8	16			2556	17	8	100			2508	99	8	100			2497	98						
<b>Current LEP</b>	0	0			363	2	0	0			352	97	0	0			360	99						
<b>Economically disadvantaged</b>	0	0			5461	37	0	0			5408	99	0	0			5406	99						
<b>Migrant</b>	0	0			1	0	0	0			1	100	0	0			1	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	42	84			12195	82	42	84			12215	82						
Identified disability (PET/IEP)	1	2			418	3	1	2			421	3						
LEP	0	0			183	2	0	0			183	1						
504 plan	0	0			181	1	0	0			182	1						
<b>Participation with accommodations</b>	7	14			2320	16	7	14			2303	16						
Identified disability (PET/IEP)	7	100			1912	82	7	100			1900	83						
LEP	0	0			159	7	0	0			173	8						
504 plan	0	0			56	2	0	0			55	2						
Other	0	0			244	11	0	0			226	10						
<b>Participation through alternate assessment (PAAP)</b>	0	0			178	1	0	0			176	1						
Identified disability (PET/IEP)	0	0			178	100	0	0			176	100						
LEP	0	0			5	3	0	0			4	2						
504 plan	0	0			0	0	0	0			0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0			5	0												
<b>Approved non-participation – special consideration</b>	0	0			27	0	0	0			28	0						
<b>Non-participation – other</b>	1	2			93	1	1	2			96	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 7  
SAU: Thornton Academy  
School: Thornton Academy

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006					1769	11
	2006-2007	4	8			2630	18
	<b>2007-2008</b>	<b>2</b>	<b>4</b>			<b>2604</b>	<b>18</b>
	Cum. Total*					7003	16
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006					7521	49
	2006-2007	33	65			7605	51
	<b>2007-2008</b>	<b>27</b>	<b>55</b>			<b>8049</b>	<b>55</b>
	Cum. Total*					23175	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006					3773	24
	2006-2007	10	20			3000	20
	<b>2007-2008</b>	<b>13</b>	<b>27</b>			<b>2672</b>	<b>18</b>
	Cum. Total*					9445	21
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006					2399	16
	2006-2007	4	8			1620	11
	<b>2007-2008</b>	<b>7</b>	<b>14</b>			<b>1190</b>	<b>8</b>
	Cum. Total*					5209	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	31.2	55.7			35.3	63.0
<b>Literary Text</b>	<b>28</b>	<b>50</b>	15.4	55.0			17.3	61.8
<b>Informational Text</b>	<b>28</b>	<b>50</b>	15.8	56.4			18.0	64.3

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 7  
 SAU: Thornton Academy  
 School: Thornton Academy

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	49	2	4	27	55	13	27	7	14	744							14515	18	55	18	8	750
<b>Ethnicity</b>																						
African American/Black	0																365	10	49	19	22	742
American Indian or Native Alaskan	0																110	6	52	24	18	744
Asian or Pacific Islander	0																211	26	47	20	6	752
Hispanic	0																173	12	54	18	15	746
Caucasian/White	49	2	4	27	55	13	27	7	14	744							13656	18	56	18	8	750
Not Reported	0																0					
<b>Identified disability</b>																						
Yes	8	0	0	0	0	2	25	6	75	725							2330	2	30	36	32	735
No	41	2	5	27	66	11	27	1	2	748							12185	21	60	15	4	753
<b>Current LEP</b>																						
Yes	0																342	8	46	22	24	741
No	49	2	4	27	55	13	27	7	14	744							14173	18	56	18	8	750
<b>Economically disadvantaged</b>																						
Yes	0																5299	9	51	26	14	745
No	49	2	4	27	55	13	27	7	14	744							9216	23	58	14	5	753
<b>Migrant</b>																						
Yes	0																1					
No	49	2	4	27	55	13	27	7	14	744							14514	18	55	18	8	750
<b>Gender</b>																						
Female	28	1	4	16	57	7	25	4	14	743							7084	24	55	15	6	752
Male	21	1	5	11	52	6	29	3	14	744							7431	12	56	21	11	747
Not Reported	0																0					
<b>Title 1A targeted program</b>																						
Yes	0																946	6	47	34	12	743
No	49	2	4	27	55	13	27	7	14	744							13569	19	56	17	8	750
<b>Gifted/talented program</b>																						
Yes	0																574	61	38	1	0	765
No	49	2	4	27	55	13	27	7	14	744							13941	16	56	19	9	749

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 7  
SAU: Thornton Academy  
School: Thornton Academy

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0																6	9	42	24	25	741
B. less than one hour	49	2	8	13	54	4	17	5	21	744							50	17	56	19	8	750
C. one to two hours	51	0	0	14	56	9	36	2	8	744							40	20	58	16	6	752
D. more than two hours	0																4	19	49	21	11	749
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	33	1	6	9	56	5	31	1	6	745							36	24	58	14	5	753
B. They match some of what I have learned.	50	1	4	15	63	4	17	4	17	745							50	16	58	19	8	749
C. They match just a little of what I have learned.	17	0	0	3	38	3	38	2	25	739							11	13	45	26	16	745
D. There is no match.	0																3	4	35	29	31	737
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	23	1	9	8	73	2	18	0	0	753							28	35	52	9	5	756
B. good	63	1	3	18	60	7	23	4	13	744							52	15	60	18	7	750
C. fair	15	0	0	1	14	3	43	3	43	731							18	3	49	33	15	742
D. poor	0																2	2	41	28	29	738
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	19	0	0	4	44	3	33	2	22	737							16	13	48	23	16	745
B. about the same as my regular schoolwork	65	2	6	21	68	5	16	3	10	747							65	18	57	18	7	750
C. easier than my regular schoolwork	17	0	0	2	25	4	50	2	25	739							19	21	57	16	6	752
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	15	0	0	3	43	2	29	2	29	738							9	5	38	29	28	738
B. Most of the passages were about the same as what I normally read.	50	1	4	11	46	7	29	5	21	741							55	14	57	22	7	748
C. Most of the passages were easier than what I normally read.	35	1	6	13	76	3	18	0	0	750							36	28	58	10	4	755
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	35	0	0	10	59	4	24	3	18	744							44	18	56	18	8	750
B. I tried about the same as I do on my regular schoolwork.	65	2	6	17	55	8	26	4	13	744							51	19	56	17	7	751
C. I did not try as hard on this test as I do on my regular schoolwork.	0																5	9	46	26	19	743
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	8	0	0	2	50	1	25	1	25	744							17	25	57	13	6	753
B. 20 minutes to an hour	50	2	8	13	54	6	25	3	13	746							45	22	56	16	6	752
C. less than 20 minutes	17	0	0	5	63	2	25	1	13	744							13	14	56	21	9	748
D. I rarely read at home.	25	0	0	7	58	3	25	2	17	739							24	8	53	26	13	745
<b>Optional school/SAU question</b>																						
A.	0																					
B.	0																					
C.	0																					
D.	0																					

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 7  
SAU: Thornton Academy  
School: Thornton Academy

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in mathematics.</b>  <b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)  <b>Meets the Standards</b> – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (scaled score 741–760)  <b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)  <b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006					1646	11
	2006-2007	3	6			2142	14
	<b>2007-2008</b>	<b>4</b>	<b>8</b>			<b>2028</b>	<b>14</b>
	Cum. Total*					5816	13
	2005-2006					5497	36
	2006-2007	20	39			5642	38
	<b>2007-2008</b>	<b>20</b>	<b>41</b>			<b>5703</b>	<b>39</b>
	Cum. Total*					16842	38
	2005-2006					4514	29
	2006-2007	13	25			4077	27
	<b>2007-2008</b>	<b>12</b>	<b>24</b>			<b>3733</b>	<b>26</b>
	Cum. Total*					12324	27
	2005-2006					3797	25
	2006-2007	15	29			3001	20
	<b>2007-2008</b>	<b>13</b>	<b>27</b>			<b>3054</b>	<b>21</b>
	Cum. Total*					9852	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	8.0	50.0			8.8	55.0
Cluster 2: Shape and Size	14	25	4.3	30.7			5.5	39.3
Cluster 3: Mathematical Decision Making	8	14	3.6	45.0			3.5	43.8
Cluster 4: Patterns	18	32	7.1	39.4			7.9	43.9

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine's 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 7  
 SAU: Thornton Academy  
 School: Thornton Academy

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	49	4	8	20	41	12	24	13	27	738							14518	14	39	26	21	743
<b>Ethnicity</b>																						
African American/Black	0																372	5	24	25	45	731
American Indian or Native Alaskan	0																110	5	30	36	29	736
Asian or Pacific Islander	0																216	25	34	23	18	748
Hispanic	0																175	9	32	30	29	737
Caucasian/White	49	4	8	20	41	12	24	13	27	738							13645	14	40	26	20	743
Not Reported	0																0					
<b>Identified disability</b>																						
Yes	8	0	0	0	0	2	25	6	75	717							2321	2	16	26	55	727
No	41	4	10	20	49	10	24	7	17	743							12197	16	44	26	15	746
<b>Current LEP</b>																						
Yes	0																356	7	23	24	45	731
No	49	4	8	20	41	12	24	13	27	738							14162	14	40	26	20	743
<b>Economically disadvantaged</b>																						
Yes	0																5301	5	31	31	33	736
No	49	4	8	20	41	12	24	13	27	738							9217	19	44	23	14	747
<b>Migrant</b>																						
Yes	0																1					
No	49	4	8	20	41	12	24	13	27	738							14517	14	39	26	21	743
<b>Gender</b>																						
Female	28	1	4	9	32	8	29	10	36	733							7086	14	40	26	20	743
Male	21	3	14	11	52	4	19	3	14	746							7432	14	38	25	22	743
Not Reported	0																0					
<b>Title 1A targeted program</b>																						
Yes	0																946	4	23	36	37	733
No	49	4	8	20	41	12	24	13	27	738							13572	15	40	25	20	743
<b>Gifted/talented program</b>																						
Yes	0																575	64	31	3	1	765
No	49	4	8	20	41	12	24	13	27	738							13943	12	40	27	22	742

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 7  
SAU: Thornton Academy  
School: Thornton Academy

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0																6	7	29	26	37	734
B. less than one hour	49	2	8	10	42	6	25	6	25	738							50	13	39	26	22	742
C. one to two hours	51	2	8	10	40	6	24	7	28	739							40	15	42	26	17	744
D. more than two hours	0																4	16	37	23	24	742
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	22	0	0	4	36	3	27	4	36	735							32	21	40	23	16	747
B. They match some of what I have learned.	47	4	17	11	48	5	22	3	13	745							50	12	42	27	19	743
C. They match just a little of what I have learned.	27	0	0	5	38	4	31	4	31	734							15	7	32	31	30	737
D. There is no match.	4	0	0	0	0	0	0	2	100	711							3	4	17	21	58	726
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	22	3	27	5	45	2	18	1	9	748							25	34	42	13	11	753
B. good	37	1	6	9	50	4	22	4	22	739							47	10	45	27	18	743
C. fair	35	0	0	6	35	5	29	6	35	734							23	3	30	36	32	735
D. poor	6	0	0	0	0	1	33	2	67	725							5	1	17	32	49	729
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	43	1	5	11	52	4	19	5	24	740							36	6	38	29	27	738
B. about the same as my regular schoolwork	49	3	13	7	29	6	25	8	33	737							53	13	42	27	18	744
C. easier than my regular schoolwork	8	0	0	2	50	2	50	0	0	744							11	40	32	15	13	753
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	35	0	0	9	53	5	29	3	18	740							46	12	40	27	21	742
B. I tried about the same as I do on my regular schoolwork.	63	4	13	11	35	7	23	9	29	738							49	16	40	25	19	744
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	0	0	0	0	1	100	720							5	10	27	27	36	736
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	4	0	0	1	50	0	0	1	50	743							9	15	37	25	23	742
B. two or three days a week	14	1	14	4	57	0	0	2	29	743							20	13	41	26	20	743
C. two or three times each month	45	2	9	9	41	6	27	5	23	738							30	15	40	27	18	744
D. never or almost never	37	1	6	6	33	6	33	5	28	737							41	13	39	26	23	742
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	53	3	12	10	38	7	27	6	23	741							20	17	39	23	22	744
B. two or three days a week	35	1	6	9	53	4	24	3	18	739							29	16	40	25	19	744
C. two or three times a month	6	0	0	0	0	1	33	2	67	719							26	13	40	28	20	743
D. never or almost never	6	0	0	1	33	0	0	2	67	736							24	10	39	27	24	740
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	13	0	0	3	50	1	17	2	33	736							8	7	32	26	35	736
B. 30–45 minutes	58	2	7	11	39	4	14	11	39	735							41	12	38	27	23	741
C. 45–60 minutes	29	2	14	5	36	7	50	0	0	745							41	17	42	24	16	745
D. more than 60 minutes	0																10	15	38	25	22	743
<b>Optional school/SAU question</b>																						
A.	0																					
B.	0																					
C.	0																					
D.	0																					